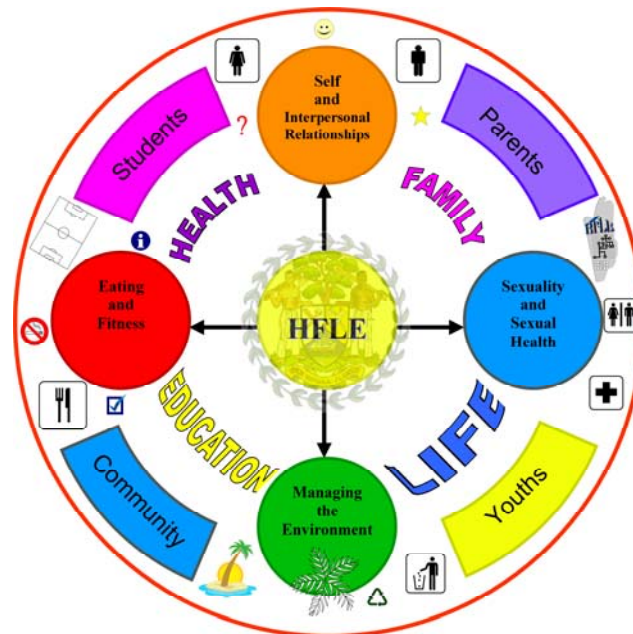


HEALTH AND FAMILY LIFE EDUCATION CURRICULUM FOR PRIMARY SCHOOLS



Upper Division

Ministry of Education

Belize, April 2006

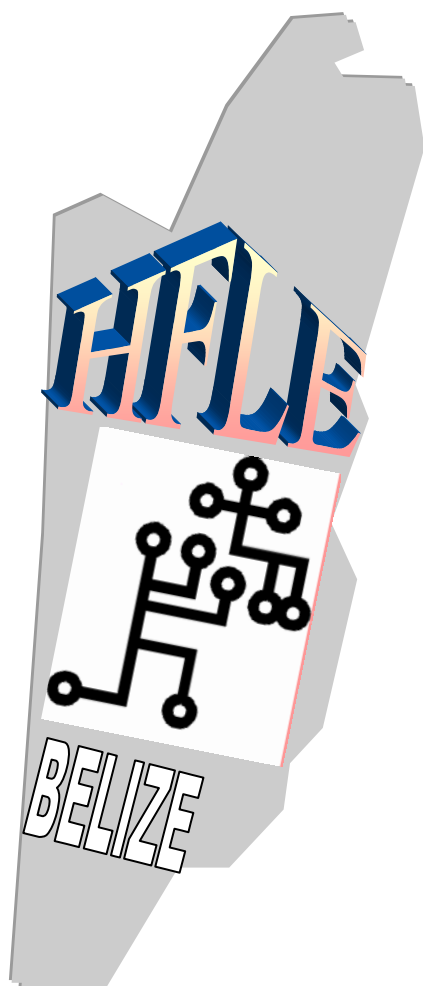


Primary School Upper Division Health and Family Life Education Curriculum

April 2006

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**Ministry of Education
Belize**

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This document is one of six booklets produced for the Belize Primary School HFLE Curriculum. Curriculum booklets for each of the three (3) divisions with accompanying "Teachers Guide".

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Health and Family Life Education: Empowering Children and Adolescents in Belize with the Knowledge and Skills for Healthy Living



Upper Division

TABLE OF CONTENTS:

ACKNOWLEDGEMENTS	4 -5
CURRICULUM OVERVIEW	8-15

UPPER DIVISION CURRICULUM

STANDARD FIVE:

SELF AND INTERPERSONAL RELATIONSHIPS.....	16—27
SEXUALITY AND SEXUAL HEALTH.....	28—37
EATING AND FITNESS.....	38—45
MANAGING THE ENVIRONMENT.....	46—51

STANDARD SIX:

SELF AND INTERPERSONAL RELATIONSHIPS.....	52—61
SEXUALITY AND SEXUAL HEALTH.....	62—71
EATING AND FITNESS.....	72—79
MANAGING THE ENVIRONMENT.....	80- 85

DIRECTORY OF HFLE RELATED AGENCIES AND SERVICES	86-88
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OVERVIEW

Standard Six

- 1.1 Landmarks in my life
- 1.2 I am responsible for me
- 1.3 Setting personal goals

- 2.1 Role models
- 2.2 Media messages
- 2.3 Good community values
- 2.3 Peer pressure

- 3.1 Dealing with crisis
- 3.2 Building resilience
- 3.3 Positive alternatives to crime and violence

- 4.1 A diverse but peaceful nation

CURRICULUM

Theme: Sexuality and Sexual Health	Standard Five
1. Taking Care of My body	1.1 Good personal hygiene 1.2 discomfort with periods 1.3 Care of the genitals 1.4 identifying and accessing health information and services
2. My Growing and Changing Body	2.1 Coping with changes 2.2 Body image 2.3 Me as a sexual being 2.4 Responsible sexual choices: what would you do? 2.5 Parenting 2.6 understanding sexual abuse/ exploitation 2.7 coping with sexual abuse/ exploitation
3. STI's Including HIV & AIDS	3.1 Definition and types of STI's 3.2 Prevention and transmission of HIV and AIDS 3.3 Signs, symptoms and stages of HIV 3.4 Care and support for persons living with HIV and AIDS
4. Gender Issues	4.1 roles and responsibilities of males and females in the home/ community/workplace 4.2 Respect for the opposite sex

OVERVIEW

Standard Six

1.1 Basic body care

1.1.2 bathing regularly

1.1.3 care of teeth

1.1.4 pimples

1.1.5 exercise and rest

1.1.6 care of clothing

2.1 understanding and coping with changes

2.2 Body image

2.3 Me as a sexual being : managing sexual feelings and sexual arousal

2.4 When is the right time for sex

2.5 Risky sexual behaviours

2.6 Forms of sexual abuse

2.7 Coping with sexual abuse

3.1 Common STI's

3.2 Signs and symptoms of STI's

3.3 Prevention and transmission of HIV and AIDS

3.4 Stages of HIV

3.5 Stigma and discrimination

4.1 Gender Equity

4.2 Sexual orientation

4.3 Respect for the opposite sex

CURRICULUM

Theme: Eating and Fitness	Standard Five
1. Food and Nutrition	1.1 Food Processing
2. Food Safety	2.1 Food Spoilage 2.2 Proper storage and handling of food 2.3 Conditions related to poor food safety practices 2.4 Applying food safety principles
3. Diet and Disease	3.1 Research on diseases related to diet in Belize and the Caribbean 3.2 Developing a Plan to combat conditions related to poor diet
4. Fitness	4.1 Importance of active living 4.2 Age appropriate fitness activities

OVERVIEW

Standard Six

- 1.1 applying the multi-mix principle: learning by doing
- 1.2 You are what you eat: Applying research and observation skills

- 2.1 Applying food safety principles at school and in the community
- 2.2 Designing a food safety campaign

- 3.1 Dietary diseases affecting teens

- 4.1 Eating and Fitness
- 4.2 Aerobic activity and sports
- 4.3 Practical exercises
- 4.3 Conditions associated with lack of exercise

CURRICULUM

Theme: Managing the Environment	Standard Five
1. Safe, Healthy, Sustainable Natural Environments a.) Inter-relationships of Systems b.) Environmental Challenges c.) Creating a safe and Healthy Environment d.) Sustainable Management 2. Responding to Environmental Health Threats a.) Safe Practices and Rules b.) Promoting Healthy living c.) Disaster preparedness and responding to Emergencies 3. Environmental Management Information and Activities 3.1 Institutions, Organizations, Agencies 3.2 Environmental Activities 3.3 Laws, policies, Conventions and Treaties	1.1 Examples of challenges that affect the environment 1.2 Pollution. 1.3 Prevention of environmental degradation. 1.4 Striking a balance between natures and human needs. 1.5 Practice sustainable citizenship 2.1 Reduce the risk unhealthy and dangerous situations 2.2 Diseases based on environmental, and behavioral factors . 3.1 resources use in environmental management 3.2 Collecting information about the environment 3.3 The effectiveness of environmental activities being conducted in Belize. 3.4 International conventions and treaties and Belize's response

OVERVIEW

Standard Six

- 1.1 Environmental Challenges
- 1.2 Impact of pollution, waste disposal, deforestation, erosion, and pesticide use.

- 2.1 Preventing and avoiding accidents.
- 2.2 People and careers involved in safety, emergencies and disasters.
- 2.3 Disaster Management Cycle
- 2.4 Effects of different emergencies on our health and community

- 3.1 Environmental Activities in Belize
- 3.2 Conducting an environmental management activity.
- 3.3 Conservation, rehabilitation and restoration strategies
- 3.4 Local laws and policies dealing with environmental management

Standard V — Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 The new me: I like what I see	Discuss with students some of the ways that they and their peers have changed since entering primary school. Have students use pictures or drawings depicting some of the major changes that have occurred since they entered primary school. Ask students to identify the two biggest changes that they have experienced and to write down how they feel about these changes. Have volunteers share their work. Highlight some of the changes mentioned and discuss the importance of understanding changes that are experienced as young people grow up. Discuss some emotions that may be associated with changes that young people don't understand. In groups have students identify at least two positive changes and make a list of things they like about these changes.
1.2 Setting personal goals	Use lesson above to explain to students that as they grow and change they need to start thinking of what they want to achieve in life. Write the term "goal" on chalk board and ask students to brainstorm for the meaning of the term. Provide student with an example of some personal goals that a young person might set. Have students identify some personal goals that they can set for the next two years and for the next five years. Have students share these goals and say why these goals are important to them and what they need to do to do to achieve these goals.
1.3 My life, my choices: learning from my mistakes	Share a short story about a student who was pressured into doing something negative and had to face the consequences but blamed his parents, teachers and friends for his mistakes. Have students share their views on the story. Write the terms "mistake" and "consequences" and have students say what comes to their mind when they think of the terms. Discuss some common mistakes that young people make and their consequences. Explain that everyone makes mistakes but in order to avoid mistakes it is important to consider the choices that are available and the consequences for each choice. Divide students into groups and provide each with a scenario describing a choice that a young person may have to make. Have students identify the choices available for each and the consequences for each choice. In the same groups provide students with another scenario of a mistake that a young person made and have them identify some lessons that can be learned from the mistake.

TOPIC 1: Self : Building good self esteem, self concept and self confidence
Life Skills:: Effective communication, interpersonal skills, self awareness

DESCRIPTOR

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family school and community. They also need to be assisted in developing resiliency, the capacity to assess, cope, manage and benefit from various influences that impact on relationships

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write down five changes they have experienced since entering primary school and identify feelings associated with the changes. Have students discuss how they dealt with each change. Have students write a short composition entitled The New Me	Demonstrate an understanding of self Demonstrate a healthy appreciation and acceptance of self Demonstrate appropriate skills needed to promote healthy personal growth and development Identify and discuss common mistakes and consequences experienced by young people.
Have students select one goal from the list they compiled and write a paragraph describing how they will achieve this goal.	Accept responsibility for decisions made. Use critical thinking skills to evaluate consequences of various actions. Demonstrate skills to achieve healthy personal growth and development Practice behaviours that promote self improvement
Have students write a composition entitled "a big mistake", describing a mistake they made, what the consequences were and what lesson they learned from the mistake.	Identify and discuss various roles and responsibilities associated with being a member of a group Use interpersonal skills to demonstrate an ability to assume various roles and responsibilities within a group

Standard V — Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.4 Roles with responsibilities	Discuss some roles students play in the home, school and community. Discuss some responsibilities that come with those roles. Share story of person not being responsible and the consequences. Discuss the importance of ensuring that we assume responsibility in the various roles we are expected to play in the home, school, and community. Use working in a group as an example to illustrate how important it is for each member of a group to be responsible in their roles. Define some group roles and responsibilities. Divide class into groups and have each assume a role in the group (leader, recorder, reporter, collector, group member) Assign task and have the groups complete the task, assuming responsibility for the various roles assigned. Have groups report on how they were able to complete the task as a group; what was required of each member and how they were able to carry out these responsibilities.

TOPIC 1: Self : Building good self esteem, self concept and self confidence

Life Skills:: Effective communication, interpersonal skills, self awareness

DESCRIPTOR

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family school and community. They also need to be assisted in developing resiliency, the capacity to assess, cope, manage and benefit from various influences that impact on relationships

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students consider their roles in the home, school and community. Have them identify at least two roles associated with being a member of the above mentioned groups and identify some responsibilities associated with each.	Demonstrate an understanding of self Demonstrate a healthy appreciation and acceptance of self Demonstrate appropriate skills needed to promote healthy personal growth and development Identify and discuss common mistakes and consequences experienced by young people. Accept responsibility for decisions made. Use critical thinking skills to evaluate consequences of various actions. Demonstrate skills to achieve healthy personal growth and development Practice behaviours that promote self improvement Identify and discuss various roles and responsibilities associated with being a member of a group Use interpersonal skills to demonstrate an ability to assume various roles and responsibilities within a group

Standard V – Self and Interpersonal Relationships

CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 My circle of influence	Have selected students dramatize a short role play demonstrating how friends are able to influence each others decision (either negatively or positively) Write the term “influence” on chalkboard and have students brainstorm for meaning. Have students identify the ways in which one friend in the story was able to influence the other friend. Discuss other persons that may influence students decision (positively or negatively) Brainstorm for some ways that this is done. Provide students with “Circle of Influence” handout and ask them to critically assess the influences that are present in their lives. Students share some examples. In groups have students brainstorm for appropriate ways of responding to negative influences. (see detailed lesson plan in resource guide)
2.2 Media Influences (radio and television)	Have students share their favourite TV programme or radio programme and say why they like it. Review the meaning of the term “influence” and ask students to say how TV and radio influence their decisions. Draw two columns on board or flip chart and have class brainstorm for positive and negative influences that the media can have on individuals. Discuss some of the negative influences and how they can be avoided. (see detailed lesson plan in resource guide)
2.3 Good family values	Share two scenarios with students. One depicting a student that was involved in a fight and is advised by parents to fight back and one depicting a student who was involved in a fight and advised by parents to make peace. Discuss why the families may give different advice. Present the term “values” to student and discuss the meaning of the term values. Discuss some basic family values and how these values are passed on to children. Provide students with scenarios and ask them to think of how their families would respond. Explain that every family has a different value system but there are basic values such as honesty, love, respect for each other etc. that should be practiced by every family. Explain that children practice the values that are learnt at home. Have students give example of some positive and negative values they have seen some children practiced. Place students into groups and provide each group with a card naming a positive value. Have students find out what the value means and give examples of how it is practiced within their families.

Topic 2: Relationships

Life Skills: self awareness, effective communication, interpersonal skills, decision making

DESCRIPTOR

Increased diversity and rapid changes in our society makes interacting with others continually more complex and difficult. It is therefore essential to develop strong interpersonal and group effectiveness skills which are critical to maintaining friendships, stable families, successful careers, and strong communities.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Divide class into two halves and assign one half of the class to write a short story describing how a student was negatively influenced while the other half while the other half writes a short story describing how one student was positively influenced.	Describe ways in which people influence them and how they in turn influence people Describe ways in which the media influence them Demonstrate acceptance of responsibility for personal development Use coping, social, and cognitive skills to assess influences that impact on their personal development
Have students watch a television show or listen to a radio programme after school. Have students identify some negative and positive messages depicted by the programmes.	Compare and contrast the value system of various families Identify and discuss ways in which strong family values contribute to healthy living.
Provide student with a handout describing a story about two families, family X and family Y. Both families practice different values and instil different values in their children and both have different outcomes. Have students discuss the stories and write a paragraph stating how strong family values can contribute to string families based on the stories.	

Standard V – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Managing Stress	Place quotation on chalkboard or poster: There are two ways of handling difficulties. You can change the difficulty or you can change yourself to meet the difficulty. Ask students to brainstorm for meaning of the quote. Explain to students that stress is part of our everyday experience. Define stress and discuss with students some times when they have experienced stress. Explain to students that it is important to identify signs of stress so that they can manage stress. Place two columns on the chalkboard: Stressful situation and signs of stress. Have students work in groups to identify common stressful situations and signs of stress associated with these situations. Discuss some negative ways people deal with stress (violence, using drugs etc.) Discuss some positive ways to deal with stress. Have students practice some stress management techniques.
3.2 Building resilience (crime and violence)	Teacher shares a short story of a young person who was resilient when faced with pressures to engage in criminal activity. Have students discuss the situation faced by the young person and how he was able to resist the pressures. Have students identify some factors that could have led to him engaging in criminal activities and some factors that assisted the young person in resisting the pressures. Explain to class that the young person was resilient and ask them to brainstorm for the meaning of resilient. Discuss some of the challenges of resisting crime and violence based on the story and student's personal experiences. Have students brainstorm for a number of common pressures young people may face to engage in crime and other violent activities. Divide students into groups and have each group choose one pressure. Have students identify ways they can build resiliency to resist that pressure.
3.3 Discipline or child abuse	Teacher presents a scenario of a child that was badly beaten for breaking a rule at home. Teacher elicits student's feelings about the scenario. Teacher places the terms "discipline" and "child abuse" on chalkboard and elicits meaning of each from students. Teacher explains that discipline is very important to ensure that a child develops into a productive adult. Discuss some examples of discipline and emphasize its importance. Teacher explains that sometimes discipline may become abuse. Discuss examples. Describe several scenarios and have students classify them as discipline or abuse. Have students brainstorm for ways they can seek help if they feel that they are being abused.

Topic 3: Managing difficult situations
Life Skills: Problem solving, decision making, effective communication, interpersonal skills

DESCRIPTOR

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students answer the following questions: 1. Name a situation in which you feel stressed. 2. What are some signs of stress that you feel in this situation? 3. What stress management strategies can you use next time you are faced with this situation? 4. If you need some help who are some trusted adults that you can talk to?	Identify stressful situations and discuss negative and positive ways of managing stress Use coping and creative thinking skills to identify and practice ways of managing stress Demonstrate the capacity to use coping, social and cognitive skills to develop resiliency to resist pressures to engage in crime and violence. Differentiate between discipline and abuse Identify source of support for child abuse Identify situations in which students may feel pressured to use drugs
Have students remain in groups and develop a short story, role play, drawing, poster or depict in another creative form an example demonstrating resiliency in a young person.	Use cognitive skills to promote positive ways to resist negative pressures to use drugs
Have students work in groups to identify a list of ways that parents can discipline children for wrong doing instead of being abusive.	

Standard V – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.4 Handling negative pressures positively	Have students define drugs. Teacher review the different types of drugs discussed in previous class. Have students brainstorm for some situations in which students their age may be pressured to use drugs. Discuss some reasons that students may offer to persons offering them drugs. Introduce students to the “toolbox” of strategies for handling negative pressures. Have students review options available in the tool box. In groups have students develop a short role play using the skills in the tool box to refuse negative pressures to take drugs.

Topic 3: Managing difficult situations

Life Skills: Problem solving, decision making, effective communication, interpersonal skills

DESCRIPTOR

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide students with a "Dear Dr. Know" letter from a student asking for advice about a problem involving pressures to use drugs. Have students respond to the letter.	Identify stressful situations and discuss negative and positive ways of managing stress Use coping and creative thinking skills to identify and practice ways of managing stress Demonstrate the capacity to use coping, social and cognitive skills to develop resiliency to resist pressures to engage in crime and violence. Differentiate between discipline and abuse Identify source of support for child abuse Identify situations in which students may feel pressured to use drugs Use cognitive skills to promote positive ways to resist negative pressures to use drugs

Standard V — Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 Building a caring and peaceful community (service learning)	Review the meaning of the term “diversity” with students. Have students review some of the diversities that exist among members of their community. Explain to students that although there is much diversity in every community, each member of the community and each group must work together to ensure that the community is a caring and peaceful community. As a class have students identify a project that they can carry out in the community that can make a difference in the community (clean up, taking a basket of groceries to an elderly person, visiting with and reading to an elderly couple etc) Have class plan how they will execute this project assigning roles and responsibilities as necessary. After executing project have students discuss how their activity contributed towards the development of a caring and peaceful community. (see detailed lesson plan in resource guide)

Topic 4: Embracing Diversity

Life Skills:: Effective communication, interpersonal relations, assertiveness, refusal, negotiation, making, problem solving, empathy

DESCRIPTOR

Survival in a global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realize their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have each student write a reflection on the project, describing the role they played and describing the benefits to them and the community.	Identify and discuss ways that individuals and groups contribute to the development of a peaceful and caring community Use interpersonal and cognitive skills to organize and execute a service learning project in the community

Standard V – Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 Good personal hygiene	Brainstorm with class some of the more important hygiene practices for growing adolescents (bathing regularly, controlling body odour, care of the teeth, care of clothing, care of hands and feet etc.) Divide children into groups and assign a hygiene practice to each group. Students will research and present to class in a creative way what the practice includes, why it is important, products needed etc. Students will draw or be given a photocopy of a silhouette of the human body. Half of the students will write some negative consequences of poor hygiene on the silhouette while the next half will write some positive outcomes of practising good personal hygiene.
1.2 Care of body during menstruation (periods)	Review with class what menstruation and the importance of keeping clean during menstruation (periods). Have a health worker come in to address class or discuss with class the importance of good personal hygiene during periods. Have students share some myths they have heard about hygiene and periods. Discuss these myths and provide appropriate information on proper hygiene during periods such as bathing regularly, using and changing pads or tampons etc.
1.3 Care of the genitals	Use diagram or chart from resource guide or create your own to assist students in defining the genitals. Elicit from students the names they use for the genitals and introduce the proper names for genitals; vulva for females which includes the urethra, the vagina and the anus and penis, scrotum and testicles for boys. Have students identify ways to care for the genitals. Discuss the importance of caring for the genitals. Provide students with a handout with some facts and myths about the genitals. Have students differentiate between facts and myths.
1.4 Identifying and accessing health information and services	Have students research places in the community where they can access health information and services. Present and discuss these with class describing the type of service or information provided and how to access the service or information. Arrange a field trip to a few service providers in the area to orient students to service and information available to them or invite health service providers to visit class to speak to students.

Topic 1: Taking care of my body

Life Skills:: self awareness, decision making, problem solving, creative thinking

DESCRIPTOR

Feeling attractive can be important during adolescence because of all the changes being experienced. Not only does the body start changing shape during puberty, but it starts producing new smells, new fluids and new worries for many adolescents. Practising good hygiene is one very good way for adolescents to feel more comfortable with their new body.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write short compositions entitled "Good hygiene, a part of my daily practice"	Practice good personal hygiene including accepting responsibility for making those behaviours part of a normal routine. Identify and discuss some negative consequences of poor hygiene practices. Differentiate between myths and facts associated with care of the genitals.
Provide students with two letters from young girls seeking advice on how to manage discomforts with their periods. Have students choose one and write a response advising them how to address this issue.	Identify sources of health information and services Demonstrate willingness to access available sources of health information and services Access specific health services relevant to their needs
Have students label the genitals for both male and female	
Have students develop a directory of health services in the community.	

Standard V — Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
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3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 Puberty My growing and changing body	Read diary entry " They tell me I am going through puberty" to class and elicit from students meanings of the concept of puberty based on the entry. Have students brainstorm for some changes that young people their age experience during puberty. Provide students with flashcards describing various pubertal changes and have them place them in three categories on newsprints posted across the classroom (changes for girls, changes for boys, changes for boys and girls). Discuss the changes posted by students and the reasons why students posted the flash cards in the respective categories. Have students complete the puberty changes checklist to reinforce understanding of changes. (see detailed lesson plan in resource guide)
2.2 Coping with pubertal changes: What's happening to me?	Review some pubertal changes from previous lesson. Explain to students that the changes experienced during puberty can be categorized as changes in the body, changes in the mind (the way we think) or changes in feelings (the way we feel about certain things or people). Provide students with Mind, Body, Feelings handout from resource guide and ask students to work in groups of five or six to complete handout. Discuss with class some of their responses. Elicit from students some challenges or problems associated with puberty. Discuss the importance of acquiring problem solving skills to address some of these challenges or problems. Discuss the steps to solving problems and have students identify several issues related to puberty to which the steps can be applied. Have students share responses. (see detailed lesson plan in resource guide)
2.3 Me as a sexual being: Managing sexual feelings	Share a scenario with class of a student their age who is experiencing sexual feelings towards another person during puberty. Elicit from students a description of the feelings mentioned in the scenario. Explain to students that these feelings are normal and they are a part of puberty. How these feelings are managed is what's important. Discuss some other sexual feelings that may be experienced. Read a list of possible ways to respond to these feelings. Have class discuss the pros and cons of each action. Ask students to imagine that their best friend has just confided in them about some strong sexual feelings he/she is experiencing. Have them write a letter advising the friend of some possible actions he/she can take to manage the sexual feelings.

Topic 2: My growing and changing body

Life Skills: Self awareness, problem solving, decision making, refusal skills, assertiveness skills, effective Communication

DESCRIPTOR

Adolescence is a time when individuals experience many physical, mental and emotional changes. Young people's bodies may change in ways they are not comfortable with, they may start experiencing sexual feelings which make them uncomfortable, they will start thinking more independently, feelings about family and relationships with parents may change, the opinions of friends will be important to them, and emotions may be much more complicated than they used to be. It is critical at this stage for adolescence to understand the changes occurring in their bodies. It is also important for their emotional needs such as wanting to be close and loved by someone to be addressed. This need is often unmet in the home and school environment and many adolescence may look else where to fill this void which may put them in potentially dangerous situations.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Place students in groups and have them write a letter to Chris explaining to him what he is going through and assuring him that the changes are normal. Establish a dear teacher box in class and encourage students to anonymously write their concerns. Each day concerns are read and the class assist in addressing those concerns. Have students complete Ask an adult worksheet for homework.	Identify and discuss physical, mental and emotional changes associated with puberty. Develop strategies for coping with the changes and emotions associated with puberty. Develop and use effective communication skills, including the ability to discuss with teachers and parents on sexuality. Practice behaviours that support the decision to abstain from sexual activity
Ask students to select one challenge or problem they are currently facing and apply the steps to problem solving to address the problem. Have students complete the cross word puzzle on puberty (see resource guide)	Use good judgement to recognize and avoid situations that could lead to subsequent sexual activity. Demonstrate assertiveness and refusal skills and apply to situations involving pressures to be sexually active. Demonstrate knowledge of the requirement of the requirements and impact of raising a child Demonstrate knowledge if the factors that support healthy pregnancy. Demonstrate an acceptance of the seriousness of pregnancy and child rearing.
Provide students with a list of myths and facts about sexual feelings and sex during puberty. Have students differentiate between myths and facts.	Use coping, cognitive and social skills to analyse and evaluate the factors that influence reproductive health and child rearing. Recognize and avoid situations that can increase risk of abuse. Identify ways to seek assistance if worried, abused or threatened.

Standard V – Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.4 Making responsible sexual choices: What would you do?	Place students in groups and provide them with a scenario regarding sexual decisions. Have students role play the scenario suggesting an appropriate ending. Discuss the scenarios with class and have students suggest why they choose the relevant ending. Use scenarios/role play to identify some decisions about sex that students may be faced with. Have students discuss the pros and cons of engaging in sexual activity at this age.
2.5 Parenting	Provide students with handout of case study of Mary a teenage mother. Ask students to describe how each of the following persons in the story thinks and feel; Mary, Mary's parents/guardian, Mary's classmates, The baby's father, their own thoughts and feelings. Have students share these thoughts and feelings and discuss some consequences associated with early parenting. (see detailed lesson plan in resource guide)
2.6 Understanding sexual abuse/exploitation	Have students bring newspaper clippings with stories of sexual abuse/exploitation. Select a few stories to share with class. Ask students to share feelings on the story. Discuss the meanings of sexual abuse/exploitation. Have students brainstorm for reasons why these occur and how they could prevent such situations. Provide each student with a list of possible situations that puts them at risk for sexual abuse/exploitation. Have students write suggested responses to situations. Discuss with students the importance of saying "no" firmly and assertively to sexual advances.
2.7 Coping with abuse/exploitation	Have police officer/ resource personnel from NOPCAN, Human Development etc. discuss with class what to do if they are abused/exploited. Have students list sources of information or services in the community that can offer help to victims of abuse. Discuss with students the importance of telling someone even if they are threatened by the abuser.

Topic 2: My growing and changing body

Life Skills: Self awareness, problem solving, decision making, refusal skills, assertiveness skills, effective Communication

DESCRIPTOR

Adolescence is a time when individuals experience many physical, mental and emotional changes. Young people's bodies may change in ways they are not comfortable with, they may start experiencing sexual feelings which make them uncomfortable, they will start thinking more independently, feelings about family and relationships with parents may change, the opinions of friends will be important to them, and emotions may be much more complicated than they used to be. It is critical at this stage for adolescence to understand the changes occurring in their bodies. It is also important for their emotional needs such as wanting to be close and loved by someone to be addressed. This need is often unmet in the home and school environment and many adolescence may look else where to fill this void which may put them in potentially dangerous situations.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide students with a letter from a young girl/boy who is seeking advice on whether to have sex or not. Have students respond to him/her suggesting reasons why he/she should abstain	Identify and discuss physical, mental and emotional changes associated with puberty. Develop strategies for coping with the changes and emotions associated with puberty.
Have students identify and list some ways in which having a baby has affected Mary's life.	Develop and use effective communication skills, including the ability to discuss with teachers and parents on sexuality. Practice behaviours that support the decision to abstain from sexual activity Use good judgement to recognize and avoid situations that could lead to subsequent sexual activity.
Have students develop a role play on sexual abuse to present to the school.	Demonstrate assertiveness and refusal skills and apply to situations involving pressures to be sexually active. Demonstrate knowledge of the requirement of the requirements and impact of raising a child Demonstrate knowledge if the factors that support healthy pregnancy. Demonstrate an acceptance of the seriousness of pregnancy and child rearing.
Have students write a short essay about what they learned from the presentation.	Use coping, cognitive and social skills to analyse and evaluate the factors that influence reproductive health and child rearing. Recognize and avoid situations that can increase risk of abuse. Identify ways to seek assistance if worried, abused or threatened.

Standard V – Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Definition and types of STI's	Provide a definition for the acronym STI to students. Elicit from them what they think is meant by sexually transmitted infections. Ask students to list any sexually transmitted infection they have heard of. Provide examples. Explain that HIV is a sexually transmitted infection but that will be discussed separately. Divide students in groups and assign one STI to each group. Distribute pre developed information on each STI to class. Have students read information and present finding about each STI to class
3.2 Prevention and transmission of HIV and AIDS	Invite resource person to present information on HIV and AIDS to class or present information to class using materials available in the resource guide. Assign students different aspects of HIV based on presentation and have them creatively share this information with class. Discuss abstinence as a sure way of preventing the spread of HIV among young people. Have students design posters with messages promoting the prevention of HIV to post around school.
3.3 Signs, symptoms and stages of HIV	Have students research signs, symptoms and stages of HIV. Have students role play, write a paragraph, or depict in some creative way the signs, symptoms and stages of HIV (encourage them to include pictures if possible)
3.4 Care and support for persons living with HIV and AIDS	Have students share a time in their life when they were treated poorly. Discuss how they felt about being treated that way. Have students brainstorm for words to describe how a person who is HIV positive or living with AIDS may feel. Brainstorm for ways a student or person who has an infected family member may feel. Discuss how and why persons infected and affected by HIV and AIDS are treated in the home, school, community. Provide a scenario of classmate who has been affected by HIV and AIDS (see resource guide). Have students share ways in which they can help the classmate to cope with HIV and AIDS. Brainstorm for various support that a person who is infected or affected by HIV and AIDS may need. Have student identify what support is available in the community. Have students play a game to reinforce ways in which HIV cannot be spread (see resource) to dispel fears about interacting with persons infected and affected by HIV and AIDS. (see detailed lesson plan in resource guide)

Topic 3: STI's including HIV and AIDS
Life Skills: Decision Making, Self Awareness, Empathy

DESCRIPTOR

Beyond knowledge of HIV and AIDS efforts have to be intensified to render students less vulnerable to contracting and spreading HIV and AIDS. Addressing issues related to physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS, and discrimination against people living with HIV and AIDS is critical. Most importantly students at this level should be encouraged to practice abstinence and a drug free lifestyle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Match name of various STI's to their signs and symptoms	Define the term STI and identify some common STI's including signs and symptoms. Identify ways in which HIV can and cannot be transmitted.
Have students research information on HIV and AIDS in Belize. Prepare notes based on findings to share in discussion in class.	Identify methods for prevention of HIV and AIDS. Identify and practice behaviours that support the decision to abstain from sexual activity. Design messages promoting the prevention of HIV among students. Demonstrate an understanding of the prevalence of HIV and AIDS in Belize.
Have students write essay/composition on how HIV can destroy their dreams.	Identify and demonstrate ways of showing empathy for persons infected and affected by HIV and AIDS.
Have class carry out a survey among family members and school mates to find out how they would treat a student or relative who is HIV positive or living with AIDS. Discuss these findings in class and identify some ways that eh community can be more caring.	Use critical thinking and communication skills to show empathy and support for persons affected and infected with HIV and AIDS.

Standard V — Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 Male/female roles in the home/ community/workplace	Divide class into three groups assign each group a topic home, community or workplace. Have students work in groups to identify roles and responsibilities of males and females in each setting. Ask students to assess why these roles are considered male or female. Discuss these roles and ask students to consider what would happen if these roles were reversed. Would each gender be able to function in these roles? Why or why not? Provide a scenario depicting discrimination against male/female playing a role different from what society expects (see resource guide). Have students discuss this role and say why the person may face discrimination. Discuss some measures that can be taken to ensure equal opportunities for both gender.
4.2 Respect for the opposite sex	Have students play the game persons and things (see resource guide). Relate actions and feelings identified in the activity to treatment of the opposite gender. Discuss ways in which we disrespect the opposite gender and reasons why. Have students identify a list of ways in which they may demonstrate more respect for the opposite gender.

Topic 4: Gender Issues

Life Skills: Self-awareness, Empathy, Decision Making, Effective communication

DESCRIPTOR

Gender roles vary greatly in different societies and culture. Gender roles are fluid and can be deconstructed and reconstructed into different roles. Gender awareness embodies an understanding of the negative impacts of gender issues and the need to address the inequalities that arise from them. Gender awareness acknowledges the significant contribution that women make as equal participants and beneficiaries of society.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Interview persons in the community to find out who they think should perform various roles and why. Share findings with class.	Identify and assess various gender roles determined by society. Identify reasons why gender discrimination may occur. Describe some measures that can be taken to ensure affirmative action. Identify and discuss reasons why disrespect for the opposite gender may occur.
Have students choose one form of disrespect towards the other gender. Describe how it affects the person being disrespected and suggest ways to prevent this.	Describe ways to demonstrate increased respect for the opposite gender.

Standard V — Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Food processing for the release of nutrients The body must process the food it takes in so that it can be prepared for absorption into the blood stream.	Children have been introduced to the organs of the digestive system in middle division. In preparation for class: • Let children review organs and read the article on digestion. • In class display large diagram of the digestive system • Let class label organs. Summarize the digestive processes with class for use in making class poster. Outline on chalkboard: e.g. Mouth – Food chewed and moistened with saliva which changes starch into sugar, food swallowed. Gullet/esophagus – Food passes down this tube to the stomach. Food mixed with gastric juices and broken into smaller pieces Stomach: Protein broken down. Insoluble minerals dissolved. Bacteria killed. Milk protein coagulated. Food passes into small intestines. Small Intestines: • Individual contribute points from their summaries to be included in annotation and asks questions. • Read summary and discuss processes in detail in response to children's questions. • Discuss their own experiences with food which they chew; what does it look like? How does it taste if it is brought up (vomited) from the stomach. Associate the taste with the gastric juice in the stomach. • Continue discussing how the different juices and enzymes act on food to break it down into the form in which it is ready for absorption into the blood stream • Show diagram of the small intestine as well as a cross section to show the villi, which allow maximum absorption of nutrients once the food, is pushed from the stomach into the intestine.

Topic 1: Food and Nutrition

Life Skills: Effective communication, decision making, problem solving, and self-awareness

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have children demonstrate their understanding of the assigned article by tracing the path food takes on a diagram showing the digestive track and explaining what happens according to the article read Let children use a mill or a mini processor to break up food and mix it with water to moisten it. Let children associate this action with the chewing of food. Illustrate the squeezing action of the stomach using the hand to illustrate the work of the stomach. Allow food to be squeezed out of the hand to show how it is pushed into the intestine.	Accessing information and demonstrating comprehension. Creative expression. Assimilation of knowledge through observation, which will allow for better understanding and transfer of learning.

Standard V — Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Importance of food safety. Food Spoilage.	Ask students to leave various foods in the open air for several days and observe what happens and compare to food kept in the refrigerator or in airtight containers. Ask the students to give ideas as to why foods decay and they decay at different rates. Explain the effects of bacteria, mold, insects, heat, and cold.
Proper storing and handling	Have students examine food labels for best before dates and handling instructions. Discuss
Conditions related to poor safety practices: <u>cholera</u> , hepatitis, dysentery, <u>typhoid</u> and food poisoning	Have children research the nature of these diseases and their prevalence in Belize in groups and report to the class. Discuss international implications for those underlined. Discuss Government's health rules with respect to expired food items and identify reasons for same. Research department that has responsibility for this and record policy/ies and how violations are dealt with.
Practice in the application of food safety principles	Organize work sessions in school kitchen or have students work in groups at home to practice applying basic food safety principles.

Topic 2: Food Safety
Life Skills: Effective communication, decision making, problem solving, and self-awareness.

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Identify the open shelf life of different foods and describe what happens in what time with what effect	Recognize and suggest ways to keep food safe Demonstrate understanding of factors which influence food spoilage
Explain reasons for dates and identify possible effects on consumers	Identify conditions related to poor food hygiene practices and demonstrate ways to minimize those risk
Report findings	Explain the ill effects of poor safety practices Discuss and investigate the role in the cause and treatment of disease
Monitor and evaluate individual performance and assess grades.	Developing safety skills through practice.

Standard V – Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Research on diseases related to diet in Belize and the Caribbean	Divide students into groups and assign each group one disease related to poor dietary and lifestyle practices. These include but are not limited to the disease covered in middle division; hypertension, diabetes, obesity, anaemia etc. Have students research basic facts about the disease and determine the prevalence in Belize and the Caribbean as well as some of the factors contributing to the spread of each disease.
3.2 Developing a plan to combat diseases related to diet	Have students remain in the same groups from previous lesson. Provide each group with a scenario of an individual, family or group affected by one of the conditions mentioned above (diabetes, hypertension etc.) Have students review the scenario and work together to develop a healthy lifestyle plan that will assist in improving the health and well being of the individual or group mentioned in the scenario .

Topic 3: Diet and Disease

Life Skills: Effective communication, decision making, problem solving, and self-awareness

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide students with pre-prepared rubrics indicating how the assignment will be assessed. Have each group present findings to class and have classmates score them using rubrics.	Identify and discuss some diseases related to lifestyles that are prevalent in Belize and the Caribbean Apply basic research skills Apply communication skills through presentation of findings to class.
Have class share their plan and say what impact these activities can have on the individual or group.	Use critical thinking skills to develop a healthy lifestyle plan based on available information.

Standard V – Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
Benefits and Importance of active living Some conditions that are responsible for the high percentage of those who lack exercise	Recall the importance of physical fitness to personal well-being from standard five. Identify the advantages of being fit versus the disadvantages of being unfit. Discuss the location of the sports facilities in the community and assess their sufficiency Discuss social, cultural and economic factors that influence fitness
Age-appropriate fitness activities How the body systems work together to maintain fitness.	• Have all students record their pulse rate for 30 seconds using their wrists. • Ask some students to walk around for five minutes and record their pulse rates. • Then ask them to run on the spot as hard as they can for several minutes observe their breathing during these activities and take their pulse rates. • Elicit/explain why pulse and breathing rates increase during exercise. • Remind them of what they learnt about calorie burning then ask which activity used more calories. • Refer to diagram explaining link between calorie intake and weight • Recall information about what happens with the respiratory, digestive and circulatory systems during exercise. • Summarize how their combined actions maintain fitness. • Follow exercises in programme. Physical exercises upper division programme

Topic 4: Fitness

Life Skills: Effective communication, decision making, problem solving, and self-awareness.

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide opportunities for students to become involved and note their reactions Observe their enthusiasm/participation in physical activities. Write an essay or some form of creative writing on the social, cultural and economic conditions which influence fitness	Know why he/she should maintain a healthy lifestyle Demonstrate ability to access, analyze, and evaluate fitness information, products and services in order to become fit. Develop the capacity to analyze conditions and sensitize findings expressively
Their performances and contribution to the discussion should demonstrate understanding or lack of it.	Analyze and explain the effects that nutrition, fitness, and physical activity have on the body systems, before, during, and after exercise. Identify and describe factors that affect choices of physical activity for life. Explain how changes in body growth affect movement, skills, and concept Fitness benefits

Standard V – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Environmental Challenges Environmental challenges have extreme negative impacts on systems. These include degradation/destruction, depletion, extinction, abuse, wastage, pollution, over-exploitation and others. Many of these challenges are inherited but many are current and increasing. The two huge tasks facing use today are: (1) determining how to clean up legacy problems, restore natural resources, and achieve human health protection; and (2) designing strategies to allow for future growth, while protecting the environment, maintaining biodiversity, safeguarding human health, and preserving cultural/ social values.	Brainstorm with students to arrive with a listing of environmental challenges facing us today. Get students to research on one particular environmental challenge. Provide a guide so that specific data is collected and analyzed and presented the research includes the economic perspective Focus must be made on pollution as being one of the major contributors to our environmental problems. Types of pollution vary. Assign a particular type to a group so that information on that specific type of pollution is shared.
Creating a safe and Healthy Environment All Belizeans are individually and collectively responsible for the quality of the environment, and should be involved in pollution prevention, preservation and restoration activities wherever they have the opportunity to do so. The rights and responsibilities of citizenship in promoting the resolution of environmental issues. Each individual must evaluate whether they believe action is needed in particular situations, and decide whether they should be involved.	Explain the steps in developing an action plan. • Define GOAL and overall strategy • Tasks/Action Steps-What Will Be Done? • Responsibilities—Who Will Do It? • Resources-(Funding/Time/People/Materials) • Timeline-By When? (Day/Month) Develop an example for students to follow. Have students develop a realistic action plan for the mitigation and/or prevention of a potential environmental degradation in their community. Examples of pollution treats: - Land-improper garbage disposal - Air-Industries, vehicles - Water-improper sewage disposal, detergent chemical product & oil - Noise-loud music
Sustainable Management Resources must be shared and managed equitably in order to maintain and improve the quality of the environment. Ensuring a sustainable future means considering the impact of increasing population on the environment and its finite resources by examining ways to reduce the effects of economic development on natural resources. Education for Sustainability is the continual refinement of the knowledge and skills that lead to an informed citizenry that is committed to responsible individual and collaborative actions that will result in ecologically sound, economically prosperous, and equitable society for present and future generations	Engage students in activities that draw on environmental sustainability and its connection to sustainable development. The balancing act is defined and established as students consume their resources through doing the activity. Have students in groups create and perform a skit entitled "striking a balance between nature and human needs."

Topic 1: Safe, Healthy, Sustainable Natural Environments
Life Skills: Influencing, decision making, reasoning, comparative,

Affect: and Behavior: Sensitive to environmental links and increase water efficiency

DESCRIPTOR

Environmental education is an investment in our future. If Belize is to have a sustainable future, increased understanding of the environment and environmental decisions is essential. The HFLE curriculum recognised this and tries develop the knowledge, skills, and attitudes in young children so as to guarantee a safe, healthy, sustainable natural environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Children presentations are assessed for accuracy and participation Groups can make classroom picture posters showing the different type of challenges (pollution). Monitor the research and evaluate for completeness and original work done. Students assessed when making presentations.	Identify examples of challenges that affect the environment. Ecosystems degradation/destruction, over harvesting, abuse and wastage of resources, pollution, over-population. Define and cite examples of the types of pollution.
The plan should be developed at the class level.. Participation and contribution to the plan is essential. Conduct either a(i) a group discussion or (ii) debate on: The effects and treats of pollution against the value of a clean environment. environmental preservation and restoration activities in the country	Identify and develop action strategies for the mitigation and prevention of environmental degradation.
Evaluate the skits using a rubric. Use other teachers to help judge the skits and award their performance. "When there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation". Write a letter to the newspaper either supporting or opposing the above statement.	Discuss how to strike a balance between natures and human needs. Practice sustainable citizenship by adhering to seasonal consumption of marine resources and by engaging in re-planting activities

Standard V – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Promoting Healthy living A clean and safe environment means a healthy mind. It is important to keep the home, school, environment clean and hazardous free. All students should possess health-enhancing behaviors and how to reduce health risks. 1. knows and practices good personal health habits. 2. identifies safe and unsafe behaviors. 3. knows and practices ways to prevent injuries. 4. distinguishes between threatening and non threatening environments. 5. demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.	Because students in this age group may be especially prone to high-risk behavior, they should be given special instruction in ways to safeguard their lives. For example, they should be made familiar with the basic rules of traffic safety, including rules for drivers, occupants of motor vehicles, bicyclists, and pedestrians. And they should be taught to understand that traffic safety requires being observant at all times because others may not obey the rules. Many potentially dangerous situations can be avoided or handled through the practice of safety precautions and the use of safety equipment in daily living. Students should learn to identify hazards found in the home, school, and community and participate in activities to remove those hazards. Students should understand how to minimize the potential for injury when interacting with others who exhibit dangerous behavior. Violence threatens the safety of individuals and society. Effective instruction in violence prevention should include opportunities to practice non-harmful conflict-resolution strategies, including identification of the variety of factors that can influence such resolution. Students should understand the importance of obeying school rules prohibiting the possession and use of weapons. Elicit information/opinion of students on the different types of surrounding and their feelings on them; tidy - untidy, safety precautions, hazards, dangerous behaviors, violence, etc. Brainstorm ways to deal with potentially unhealthy and dangerous situations. Have students research and present information on the contracting of specific diseases based on environmental, and behavioral factors. (Or get medical personnel to present information) Have students prepare a list of preventative strategies for each disease identified.

Topic 2: Responding to Environmental Health Threats

Life Skills: Information gathering and data collection, cooperative, Investigative

Affect: and Behavior: Recognize risks make safer choices and practice safety skills

DESCRIPTOR

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
During the discussion question students for deeper understanding of the topics being discussed. Ensure to question (i) their point of views, (ii) empathy (iii) self knowledge Based on their list of preventative measures, have them compose 10 questions to test others about the risks of such diseases.	Practice behaviors that reduce the risk of becoming involved in potentially unhealthy and dangerous situations. Analyze risks for contracting specific diseases based on environmental, and behavioral factors.

Standard V – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
Institutions, Organizations, Agencies Key institutions: Department of the Environment PACT Belize Audubon Programme for Belize	Coastal Zone Management Authority and Institute Ministry of Natural Resources. Forestry Department of The Environment Choose one of the agencies listed and do a research on the agency specifying the following: Resources, personnel and equipment Activities Effectiveness in their activities Future EM plans
Environmental Activities Investigating Your Environment Making informed and responsible decisions about natural resources management is possible only when we understand our natural, social and economic environments and our personal role in affecting all three. The processes and techniques of investigations enable people to examine different components of the environment and understand how they (and we) interrelate.	An investigative "hands-on" approach is the most ideal, in which participants observe their surroundings and collect, record and interpret data. It is important that you the teacher include Questions and discussions designed to elicit maximum response and involvement from students and eliminate prolonged lecturing and teacher demonstrations. As students participate in the activities, they hone critical-thinking skills and follow basic problem-solving steps to predict and draw conclusions from their data.
Laws, policies, Conventions and Treaties Common programmes targeting international treaties. Biodiversity Climate Change Global Warming Nature and Animal Conservation	Biodiversity Climate Change Global Warming Nature and Animal Conservation Choose one of the global issues listed and do a research on the it specifying the following as they relate to Belize: • National Involvement • Lead Agency • Activities • Effectiveness of the activities • Future activities

Topic 3: Environmental Management Information and Activities
Life Skills: information gathering, identifying relevancy

Affect: and Behavior: responsibility and sensitivity to environmental activities.

DESCRIPTOR

Laws and regulations are a major tool in protecting the environment. The Government passes laws and adopts international conventions and treaties. To put those laws into effect, the Government authorizes certain government and non governmental agencies, including the department of the environment, to create and enforce regulations. This portion of the curriculum address the laws and regulations in combination with the various activities being undertaken to ensure the protection, restoration and sustainable use of the natural resources and environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Evaluate students on their research.	List local environmental resources and discuss their effectiveness in environmental management
Pick one activity being conducted in Belize and collect information for a presentation using various means.	Locate and collect reliable information about the environment or environmental topics using a variety of methods and sources. Evaluate the effectiveness of environmental activities being conducted in Belize.
Evaluate students on their research. Prepare a write up on international Conventions and Treaties and discuss how each impact Belize.	Identify international conventions and treaties that Belize has obligated to Evaluate the effectiveness of Belize's response to global environmental issues

Standard VI – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 Landmarks in my life	Introduce the meaning of the term “landmark” to class. Discuss some landmarks in the community. Share a story of a local hero with class and have students identify some landmarks in his/her life. Ask students to think about their own development to date. Have students work individually to write about some landmarks in their own lives and feelings associated with those landmarks. Have volunteers share.
1.2 I am responsible for me	Review the meaning of the term responsible with class. Share the story “who’s responsible?” with class. Have students discuss the story and identify ways in which the character could have avoided the problems faced. Explain to students that there are many factors which influence a person’s life and their decisions but each individual is held responsible for the choices they make. Discuss some of the factors that influence a person’s decision. Have students divide into groups and organize a debate. One group will debate that our parents, teachers and society are responsible for what we become in life. The other group will debate that we are responsible for what we become in life.
1.3 Setting personal goals	Review some of the achievements /landmarks that students have made so far as discussed in previous lesson. Have a few students share some of their visions for the future. Discuss with class some of the steps necessary to achieve those goals. Have class brainstorm for some things that could prevent them from achieving those goals and how they can prevent those obstacles. Have each student design a sheet of paper and write three things they intend to accomplish over the next five year and how they plan to do so. Have volunteers share their goals. sheet of paper and write three things they intend to accomplish over the next five year and how they plan to do so. Have volunteers share their goals. (see detailed lesson plan in resource guide)

Topic 1: Self: Building good self esteem, self concept, self confidence

Life Skills:: Self awareness, interpersonal skills, effective communication

DESCRIPTOR

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family school and community. They also need to be assisted in developing resiliency, the capacity to assess, cope, manage and benefit from various influences that impact on relationships

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students select one landmark that means the most to them and write a composition about it.	Demonstrate an understanding of self through identification of landmarks in their life Demonstrate an acceptance of responsibility for self development
Have students design posters with messages encouraging young people to be responsible for themselves.	Demonstrate appropriate skills needed to promote healthy personal growth and development
Have students write a composition entitled "what I want to be when I grow up" describing what they want to be when they are older and what they are doing now to ensure that they accomplish that goal.	

Standard VI – Self and Interpersonal Relationships

CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 Role models	Have students brainstorm for the meaning of the term “role model”. Have volunteers identify some positive role models they admire. Have students identify characteristics that make someone a positive role model and list these on the chalkboard. Make sure students focus on characteristics other than fame and wealth. Pair students and have them interview each other about their role model based on questions provided. Have each student write a short summary of the interview. As a class have students identify and select one role model in the community they would like to honour. Ask students to brainstorm for small ways they could celebrate the role model identified. Have students develop and carry out small project to honour their role model. (see detailed lesson plan in resource guide)
2.2 Media messages	Gather and display several clipping of advertisements for various products such as alcohol, tobacco, beauty products etc. from magazines. Present the advertisements to class and ask students to identify what the ad is trying to say about the product. Explain to students that all advertisements have a “message”. The messages try to persuade persons to use the product. Have students share some examples of advertisements that they have seen. Discuss some of the strategies used in advertising ; bandwagon, testimonials, fitness and health etc. Explain that an advertiser’s main purpose is to sell a product. Discuss some ways in which a person can be negatively impacted by advertisements. Have students work in groups, using advertising strategies to develop ads promoting a healthy lifestyle.
2.3 Peer pressure	Share short story with class demonstrating how pressure from peers can be a negative influence to young people. Have students discuss the story. Introduce the term “peer pressure” and have students brainstorm for meaning of the term. Explain the difference between negative and positive peer pressure and elicit examples from students. Have students share examples of things that peers might pressure each other to do. Discuss some ways to resist negative peer pressure. Have students work in groups to develop a short role play depicting how one young person was able to resist negative peer pressure. (see detailed lesson plan in resource guide)

Topic 2: Relationships

Life Skills:: Interpersonal skills, self awareness, effective communication, problem solving, decision making

DESCRIPTOR

Increased diversity and rapid changes in our society makes interacting with others continually more complex and difficult. It is therefore essential to develop strong interpersonal and group effectiveness skills which are critical to maintaining friendships, stable families, successful careers, and strong communities.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students research information and develop a small display on their role model.	Identify and demonstrate appreciation for persons who impact on personal development Use cognitive skills to critique media messages Use critical thinking skills to recognize negative peer pressure Demonstrate coping, social and cognitive skills to avoid high-risk situations and pressure to engage in the use of alcohol and other illicit drugs.
Have each student examine an advertisement at home (either from radio, T.V. or from a magazine. For each advertisement have students identify the message, describe how the message is conveyed and what strategies are used to persuade individuals.	
Provide students with three letters from students who are experiencing negative peer pressure. Have students select one letter and respond to the student giving advice on how to resist negative peer pressure.	

Standard VI – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized Into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Dealing with crisis	Share with students a story about a student involved in a crisis situation e.g. a shooting incident, a fire, a hurricane, an illness etc. at school or at home. Discuss the story and its outcome. Introduce the term “crisis” to students and elicit from them the meaning of the term crisis based on the story. Have students identify some crisis that they have experienced or may experience as children. Place flash cards with various crises that children may face on chalkboard (hurricane, accidents, fire, illness, abuse, rape, divorce or separation of parents, homelessness, criminal activity in the home, school or community etc.) Discuss a few of the crisis mentioned; what they are, some experiences persons faced with such crisis may have, some feelings associated with the crisis. Have each student choose one crisis from the list developed and identify some ways the person faced with the crisis can cope. Have students also identify sources of support for persons facing the crisis chosen.
3.2 Building resilience	Provide class with a copy of Maya Angelou’s poem “Still I Rise”. Read the poem out loud to students and then have a few students read the poem to class. Elicit from students some feelings expressed in the poem. Ask students why they think the author kept saying “Still I rise”. Discuss how the author faced many struggles was s able to remain positive and succeed. Review the meaning of the term “resilient” from Standard V. Ask students to brainstorm for some things that contributed to the author’s resiliency. Have students brainstorm for some challenges they face as young people and some things that contribute to a person’s resiliency in given situations (good self esteem, having personal goals, good guidance etc.) Place students in pairs and provide each with common challenge that young people face. Have pairs discuss and identify ways that a young person can build resiliency in the given situation. Have pairs share responses with class. If possible invite a motivational speaker to address students .

Topic 3: Managing Difficult Situations

Life Skills:: Decision making, effective communication, critical thinking, interpersonal skills, negotiation skills, refusal skills

DESCRIPTOR

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write a short story entitled "How I survived the flood, the hurricane, the accident etc. " Students should describe the crisis and then explain how they cope and what sources of support was available to them.	Identify and discuss some common crisis Use cognitive skills to identify ways of coping with a crisis and sources of support in various crisis situations. Use coping and cognitive skills to respond positively to adverse experiences. Demonstrate knowledge of ways to effectively deal with conflict. Demonstrate willingness to deal effectively with conflict. Use coping, social, and cognitive skills to effectively deal with conflict.
Have students write a composition entitled "a peaceful ending" , a composition entitled "violence is not the answer" or a composition ending with the phrase ".....so we decided to put our differences aside and become friends again."	

Standard VI – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized Into Manageable Sets	Suggested Teaching Learning Strategies
3.3 Positive alternatives to crime and violence	Teacher divides students into group and provide each group with a newspaper clipping describing the story of a young person involved in crime and violence. Each group reads the story and explain what they read to class. Teacher asks groups to brainstorm for some reasons why the young person may have chosen to engage in criminal activity. Class discuss some of these situations and teacher asks students to share some feelings on what they would do if they were in those situations. Review the terms actions and consequences with class. Provide each group with a scenario that could result in a violent response and ask groups to brainstorm for some possible responses to the situation if they were the person in question. For each possible response have students identify consequences (good or bad) associated with each possible response. Have class share responses and identify the one they think is most favourable and explain why.

Topic 3: Managing Difficult Situations

Life Skills:: Decision making, effective communication, critical thinking, interpersonal skills, negotiation skills, refusal skills

DESCRIPTOR

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Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write a composition entitled "a peaceful ending" , a composition entitled "violence is not the answer" or a composition ending with the phrase "....so we decided to put our differences aside and become friends again."	Identify and discuss some common crisis Use cognitive skills to identify ways of coping with a crisis and sources of support in various crisis situations. Use coping and cognitive skills to respond positively to adverse experiences. Demonstrate knowledge of ways to effectively deal with conflict. Demonstrate willingness to deal effectively with conflict. Use coping, social, and cognitive skills to effectively deal with conflict.

Standard VI – Self and Interpersonal Relationships

CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
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3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 A diverse but peaceful nation	Place a collage of ethnic groups on the chalkboard or on a poster. Ask students to brainstorm for the first thought that comes to mind when they think of the various groups in Belize. Have students identify other groups that are found in Belize e.g persons from various countries of the Caribbean. Review the meaning of the term “diverse” with class. Explain that many times because persons are different from us we have “prejudices: against them. Discuss the meaning of the tem “prejudice” and have students identify some of the prejudices that may occur because of the diverse groupings in Belize. Have students work in pairs to identify some of the negative things that might occur when persons have prejudices against those that are different. Have each pair also suggest at least two ways that persons can get along even if they are different. Have pairs share their ideas. (see detailed lesson plan in resource guide)

Topic 4: Embracing diversity

Life Skills:: effective communication, interpersonal relations, assertiveness, refusal, negotiation, decision making, problem solving

DESCRIPTOR

Survival in a global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realize their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Explain to class that most prejudices are based on lack of knowledge about persons different from us. Have each student choose one group that they would like to know more about and research at least three interesting facts about the group as well as identify at least two ways that the group is contributing to Belize's development.	Demonstrate an acceptance of persons from diverse groupings Use cognitive and social skills to identify ways to reduce prejudices against persons from diverse groupings.

Standard VI – Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 Basic body care 1.1.1 bathing regularly 1.1.2 care of the teeth 1.1.3 pimples 1.1.4 care of clothing 1.1.5 hygiene during menstruation 1.1.6 Use of hygiene products	Have students write an essay reflecting typical daily hygiene practices they engage in. Have students share some of these practices and list them on flip chart or chalkboard. Guide discussion on each major practice and discuss why they are important. Emphasize the importance of good hygiene practices during menstruation. Provide a list of six hygiene practices. Beside each have students list some negative consequences associated with not practising these behaviours. Have students identify hygiene products or alternative products that are effectively used in daily care of the body (deodorant, anti-per spirant, colognes, soap, lotions, pads, tampons etc.) Discuss the use of these products and identify effective alternatives for persons who don't have access to such products. Have students identify sources of information, products, and services related to hygiene in the community.

Topic 1: Taking care of my body

Life Skills: Self awareness, Decision making, Problem Solving, Creative thinking.

DESCRIPTOR

Feeling attractive can be important during adolescence because of all the changes being experienced. Not only does the body start changing shape during puberty, but it starts producing new smells, new fluids and new worries for many adolescents. Practising good hygiene is one very good way for adolescents to feel more comfortable with their new body.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Assign one hygiene practice to each group. Have students find out as much information as they can including illustrations about the practice. Have students create a healthy lifestyles corner and mount their displays.	Identify and describe daily hygiene practices. Establish the relationship between proper hygiene practices and good health. Discuss various sources of information, products and services related to hygiene and health.

Standard VI – Sexuality and Sexual Health

CONTENT STANDARD

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4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 Understanding sexuality	Distribute flashcards to students with words relating to sexuality on them (see resource guide). Ask students to read words aloud and suggest what comes to their mind when they hear these words. Students may give responses such as sex or relationships. Write the word sexuality on chalkboard and explain to students that sexuality is a fundamental part of human life and it is more than just sexual intercourse. Explain that there are many different aspects of sexuality. Use tree and branches activity (see resource guide) to demonstrate what sexuality is to class. Have students share any thoughts or feelings they may have. (see detailed lesson plan in resource guide)
2.2 Risky sexual behaviours	Place the term “decision” on the chalkboard and ask students to brainstorm for a meaning for the term decision. Explain to students that we make decisions everyday. Sometimes we make them of our own free will, other times we are pressured into making decisions. Explain that at this stage in their lives they will constantly be making decisions about sex. Introduce the steps to decision making. After reviewing steps distribute pre-prepared scenarios to students and have them apply decision making steps to critique responses in scenario and then answer the questions that follow each scenario. (see detailed lesson plan in resource guide)
2.3 Choosing abstinence: When is the right time for sex?	Divide class into three groups. Provide each with one of the following statements; the right time to have sex is when you get married, the right time to have sex is anything you feel like, the right time to have sex is when you are older and more capable of managing your feelings and emotions. Have each group present arguments in favour of their statement. Discuss with class the given responses and reasons why students responded that way. Explain that although many young people may feel ready for sex they are not yet emotionally mature and should wait until they get married or at least until they are much older. Have students role play various scenes where they are pressured to engage in sexual activity. Have them choose an appropriate response to the pressure based on the points that emerged in the debate. (see resource guide for detailed lesson plan)
2.4 How the media and technology portrays sexual activity: Everyone is doing it!	Ask students to think of messages they get from the media about sexual activity. Discuss how these messages can influence student's decision to have sex at an early age. Discuss safe use of the internet with students. Have students identify movies, videos, pictures, songs etc. that may encourage young people to have sex at an early age.

Topic 2: My growing and changing body

Life Skills: Self awareness, critical thinking, decision making, problem solving, effective communication, empathy

DESCRIPTOR

The physical and emotional changes that occur around puberty can cause adolescent boys and girls great confusion and stress. It is important that young people have an opportunity to learn the facts about their development and are able to discuss their concerns openly with each other and with a sympathetic, non-judgemental adult. This will help them to pass through puberty and adolescence with knowledge, confidence and self-esteem.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Ask students to think of one other leaf for any three of the branches and write down in 2-3 sentences why they think the leaf belongs to that branch.	Demonstrate an understanding of the components of sexuality Demonstrate an understanding of the factors that influence the expression of human sexuality Assume personal responsibility for managing the expression of their sexuality
Ask students to write a short composition entitled "A difficult decision" explaining about a time when they had to make a decision that was not easy.	Apply coping, social and cognitive skills to promote healthy, responsible sexual behaviours. Avoid recognize and respond to negative social influences and pressures to become sexually active Practice behaviours that support the decision to abstain from sexual activity.
Have students complete the worksheet—"What I could say back"	Identify the negative consequences of early and unsafe sexual practices. Debate the pros and cons of various options related to sexual activity. Use negotiation and refusal skills to establish limits on the expression of affection. Identify and describe various forms of sexual abuse and exploitation. Be conversant with the laws on abuse.
Have student describe one song, movie, magazine etc that promoted sexual activity. Describe what messages the song, movie, magazine etc. was portraying and how it could mislead young persons	Identify appropriate sources of information and support for abused victims.

Standard VI – Sexuality and Sexual Health

CONTENT STANDARD

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4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.5 Forms of sexual abuse/exploitation	Provide students with pictures from resource guide on sexual abuse. Ask students to describe what they see. Discuss why this is happening, does it happen in real life? Etc. Divide class into groups and have them research the various forms of abuse. Ask students to identify ways that they can help to prevent abuse
2.6 Coping with sexual abuse	Provide students with a copy of Torn Pages. Have each group read a story and discuss how the victim may be feeling. Have students identify places where victims of abuse may seek help in the community. Have students role play discussing with an adult/seeking help for abuse

Topic 2: My growing and changing body

Life Skills: Self awareness, critical thinking, decision making, problem solving, effective communication, empathy

DESCRIPTOR

The physical and emotional changes that occur around puberty can cause adolescent boys and girls great confusion and stress. It is important that young people have an opportunity to learn the facts about their development and are able to discuss their concerns openly with each other and with a sympathetic, non-judgemental adult. This will help them to pass through puberty and adolescence with knowledge, confidence and self-esteem.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students develop posters on messages about abuse to post in the school and community.	Identify and categorize mental, physical and emotional changes experienced during puberty. Explain how changes during puberty impact behaviour and expectations. Express and analyze various emotions associated with puberty. Develop and display a positive body image Avoid recognize and respond to negative social influences and pressures to become sexually active Practice behaviours that support the decision to abstain from sexual activity. Identify the negative consequences of early and unsafe sexual practices. Debate the pros and cons of various options related to sexual activity. Use negotiation and refusal skills to establish limits on the expression of affection. Identify and describe various forms of sexual abuse and exploitation. Be conversant with the laws on abuse. Identify appropriate sources of information and support for abused victims.

Standard VI – Sexuality and Sexual Health

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5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Common STI's 3.2 Signs and symptoms of STI's	Review common STI's and signs and symptoms from Std. V. Have students play Sexually Transmitted Infections True or False game (see resource manual). Have students provide reasons why they statements are true or false.
3.3 Prevention and transmission of HIV and AIDS: Am I at risk?	Provide each student with a flash card containing a statement about HIV prevention and transmission. Have each student read their statement and indicate whether it is true or false. Distribute handout on ways HIV is transmitted to students and have them assess their risk for HIV infection based on the handout. Provide scenarios to class and have them identify ways to reduce risk based on handout. Have students play game High Risk, Low Risk from resource guide.
3.4 Stigma and discrimination	Define the terms stigma and discrimination and have students think of examples when they were discriminated against. Have students share how they felt about this. Distribute handouts depicting stories of two communities and their response to persons living with HIV. Have students identify actions that were most hurtful and actions that were most helpful in both stories and give reasons why? Have students discuss why each community may have reacted differently. Have students identify ways they would respond if they were one of the characters in the story.

Topic 3: STI's including HIV and AIDS

Life Skills: decision making, critical thinking, empathy, effective communication

DESCRIPTOR

Beyond knowledge of HIV and AIDS efforts have to be intensified to render students less vulnerable to contracting and spreading HIV and AIDS. Addressing issues related to physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS, and discrimination against people living with HIV and AIDS is critical. Most importantly students at this level should be encouraged to practice abstinence and a drug free lifestyle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Teacher present flash cards with a variety of signs and symptoms for various diseases. Students identify those associated with STI's and categorize them as symptoms common to male, female or both.	Identify signs and symptoms of common STI's. Identify ways in which HIV can be transmitted and prevented. Assess their personal risk for HIV infection.
Divide students into groups. Distribute scenario cards and have each group identify the level of risk for behaviours described. Have students list ways to reduce the risk identified.	Identify and practice ways to reduce vulnerability to HIV infection. Use basic problem solving and decision- making skills to reduce risks of HIV infection. Explain what is stigma and discrimination and give examples
Have class think of a community service project targeting persons living with or affected by HIV and AIDS	Demonstrate a personal commitment to reduce the stigma and discrimination associated with HIV and AIDS. Use empathy and critical thinking skills to advocate against the stigma and discrimination associated with HIV and AIDS.

Standard VI – Sexuality and Sexual Health

CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 How the media portrays gender relations	Show video clip, play song or display magazine ads or calendar ads conveying negative and positive messages about gender relations. Brainstorm for messages conveyed by the selected media. Identify messages as negative or positive. Discuss how negative messages can foster disrespect towards the opposite gender. Have students work in groups to suggest modifications to the selected media messages to portray a more positive message.

Topic 4 : Gender Issues

Life Skills: Self awareness, empathy, decision making, effective communication, critical thinking

DESCRIPTOR

Gender roles vary greatly in different societies and culture. Gender roles are fluid and can be deconstructed and reconstructed into different roles. Gender awareness embodies an understanding of the negative impacts of gender issues and the need to address the inequalities that arise from them. Gender awareness acknowledges the significant contribution that women make as equal participants and beneficiaries of society.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Over a period of one week have students record TV shows they watch and lyrics of songs they listen to and analyse each one to determine whether it sends positive or negative message and the possible impact on them.	Discuss how the media influences the expression of gender relations. Demonstrate a discriminating attitude towards media messages about gender relations. Use critical thinking and decision making to analyse and resist media messages about gender relations

Standard VI – Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Applying the multi mix principle Learning through doing	Review with students the six food groups and the multi mix principle from Middle division. Place students into groups and ask each group to design a simple balance meal using the multi mix principle. Have students work in groups to prepare the meal they designed. Students will then display the meals to class and say what their nutrition content is and why the meal can be considered a healthy meal.
You are what you eat! Applying observation and research skills	Divide students into groups of threes. Explain to students that they will monitor what they eat for an entire week. They must develop a table to enter this data. At the end of the week they will divide the food into categories based on the six food groups and evaluate their food intake based on the food chart. Students will identify some deficiencies in their diet and suggest ways for adjusting their diet.

Topic 1: Food and Nutrition
Life Skills: Effective communication, decision making, problem solving, and self-awareness

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students work in groups to come up with recipes using local foods available.	Apply the multi mix principle in daily food preparation and consumption
Ask students to compile a booklet entitled: an evaluation of foods consumed in my community. Students will identify some meals commonly consumed in the community (note that this will vary according to culture). Students will evaluate the nutrition content of meals and suggest ways for improving the content where necessary.	Categorize food based in the six food groups Evaluate the nutrition content of food Use critical thinking to suggest ways of improving nutrient content of foods consumed

Standard VI— Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
3.1 Applying food safety practices at school and in the community	Review with class the basic food safety practices from Middle Division. Discuss some poor practices that students have observed at school , home and in the community. Explain to students that they will be food safety detectives. They will observe over a week how an individual or group handles food. (this can be other students, their parents, vendors at school, people at restaurants etc. Students will record some good and poor practices that they observe during the course of the week and share with class in a class discussion.
3.2 Food Safety Campaign	Using the information gathered, students will design a campaign to target some of the poor food safety practices they observed. They will design posters, jingles , flyers etc. with messages on food safety to be posted around the school compound.

Topic 2: Food Safety

Life Skills: Effective communication, decision making, problem solving, and self-awareness.

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Group presentations	Observe poor and sound food safety practices in a variety of settings Differentiate between poor and sound food safety practices.
Use rubric to assess students campaigns.	Use Critical and creative thinking skills to design and deliver effective messages on food safety.

Standard VI – Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Diet related diseases from which mainly teenagers and generally young people may suffer e.g. Anorexia Nervosa, Bulimia etc.	Provide students with information on various diet related diseases common among teenagers. Discuss why teenagers may suffer from these conditions. Discuss some of the pressures associated with maintaining a certain image among teenagers. Provide students with a copy of a student seeking advice on how to manage one of these conditions. Have students respond using available information, reassuring the young person that young people's bodies grow and change quickly. Be sure to have students suggest some positive outlets for coping with the problem being experienced.

Topic 3: Diet and Disease

Life Skills: Effective communication, decision making, problem solving, and self-awareness

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students interview other teenagers to find out what they know about conditions such as bulimia, anorexia nervosa and to what extent these conditions are prevalent in their communities.	Use critical thinking skills and empathy to offer advice to peers about proper eating. Apply research skills to determine the prevalence of dietary conditions in local community.

Standard VI – Eating and Fitness

CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Eating and Fitness	Review the content covered on this topic
The difference between aerobics and sports	Discuss relevant vocabulary Invite an expert in the field to speak with the class about sports programmes versus aerobic programmes Encourage students to ask questions and become involved in a Programme of their choice.
Practical exercises for Std. VI	Std. VI children could develop aerobic exercise programmes set to their own beats. Encourage students with athletic ability to further develop their performance through regular practice. If there is no primary sports team at the school start one. If there is, recruit new members and continue to strive to improve their delivery through training, regular practice and exposure. Encourage class to showcase their skills throughout the school year but especially on open day.
The effects of exercises on health.	Encourage children to keep their knowledge alive through physical application, table games, and quizzes.
Age appropriate fitness activities Sports and exercise Benefits and Importance of Active living Conditions associated with a lack of exercise	●Have students keep a journal for one week of their physical fitness activities ●Ask students to set personal physical activity targets, e.g. to play sports for three hours each week, to ride a bicycle/swim, etc. and record their progress. ●Present information on the way the muscles use energy during exercise. ●Ask children to decide based on previous knowledge which food groups this energy comes from. ●Build up scenarios which will include other requirements and let them figure out the answers to given questions on the requirements of the body e.g. repairing a torn ligament. ●Hold discussion on the activities of adults and children and how exercise could improve health and performance. ●Identify the reasons why different adults take different types and amount of exercise. Elicit from students some conditions associated with lack of exercise, e.g. obesity. Heart attack and poor cardio-vascular functions, limited respiration, stress, etc. Have the students prepare a questionnaire designed to discover people's attitude to physical fitness and why they do or do not take exercise.

Topic 4: Fitness

Life Skills: Effective communication, decision making, problem solving, and self-awareness.

DESCRIPTOR

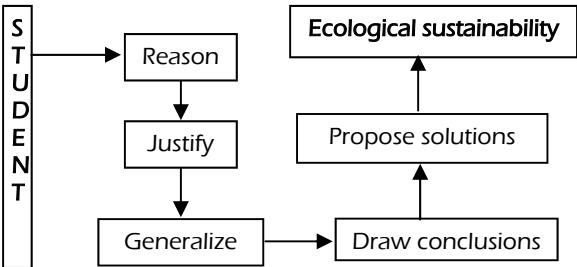
A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness

Suggested Strategies/Activities for Assessment	Learning Outcomes
Use a variety of methods to test and use the information covered in the other classes practical application planning programmes using knowledge in writings etc.	Sensitivity to the importance of exercise in the fitness quest.
Students performance and general contribution to exercise or an exercise Programme	Healthy bodies
Organize class game competitions to keep the knowledge alive	
•Have students draw a concept map of the benefits of physical fitness. •After one month, ask students to report on whether they achieved their personal fitness targets and ask them to reflect on their experiences. •Have students prepare food menus for athletes. For example, what would be a good diet for a cyclist training for the cross-country cycle race? Which foods would not be good for the cyclist? •Present menus to class and explain reasons for their selections. •Have students produce posters/ information leaflets or role-play advertisements •Have students produce poster/information leaflets or role-play advertisements encouraging people to take more exercise. •Allow children to select their own medium of promoting fitness e.g. story, song, rap, poetry, demonstration, etc. in preparation for class presentation.	•Demonstrate a personal commitment to active living as an important part of lifestyle. •Acquire and use knowledge of the effect nutrition, fitness, and physical activity have on the body systems before, during and after exercise. •Understand the relationship of nutrition and fitness to the body functions •Identify and support recreational and community programmes that promote a healthy lifestyle. •Demonstrate the ability to access, analyze, and evaluate fitness information, products and services in order to become fit. •Appreciate the effects of lack of exercise. •Demonstrate knowledge of the factors that affect choices of physical activity for life •Analyze social, cultural, economic and personal beliefs that influence fitness

Standard VI – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Inter-relationships of Systems s6 The needs of both current and future generations must be considered when determining solutions to economic, social and environmental issues that are underpinned by the values of ecological sustainability, democratic processes and social justice.	Using the process diagram below to illustrate how students process the effect of human interaction on the concepts of natural cycles, flows of energy and the capacity of the ecosystem to adapt.  <pre> graph TD STUDENT[STUDENT] --> Reason[Reason] Reason --> Justify[Justify] Justify --> Generalize[Generalize] Generalize --> DrawConclusions[Draw conclusions] DrawConclusions --> ProposeSolutions[Propose solutions] ProposeSolutions --> EcologicalSustainability[Ecological sustainability] </pre>
Environmental Challenges s6 Investigating Your Environment Making informed and responsible decisions about natural resources management is possible only when we understand our natural, social and economic environments and our personal role in affecting all three. The processes and techniques of investigations enable people to examine different components of the environment and understand how they (and we) interrelate. In order to maintain and keep our natural resources, it is important that we conserve them to make sure they are there for generations to come.	Example Activity: Investigate the cutting of mangroves being done in Belize. An investigative "hands-on" approach is the most ideal, in which participants observe their surroundings and collect, record and interpret data. (If field trip is not possible, the teacher can provide the raw data for students to use). It is important that the teacher include Questions and discussions designed to elicit maximum response and involvement from students As students participate in the activities, they hone critical-thinking skills and follow basic problem-solving steps to predict and draw conclusions from their data.

Topic 1: Safe, Healthy, Sustainable Natural Environments

Life Skills: Influencing, decision making, reasoning, comparative,

Affect: and Behavior: Sensitive to environmental links and increase water efficiency

DESCRIPTOR

Environmental education is an investment in our future. If Belize is to have a sustainable future, increased understanding of the environment and environmental decisions is essential. The HFLE curriculum recognised this and tries develop the knowledge, skills, and attitudes in young children so as to guarantee a safe, healthy, sustainable natural environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Using the process diagram draw conclusions related to the actions of specific groups and evaluate these in terms of broader consequences: (i) why, in attempting to improve their standard of living, some groups clear native forests, with serious impacts on natural systems (ii) why, in an attempt to supply the demand for oil, companies set up exploration sites, which threatens many natural systems. Remember that your response uses the following tenants:: ecological sustainability, democratic processes and social justice.	Analyze how social and natural systems are connected to and affect each other.
Conduct Interpretation of Data Process to involve the four basic activities 1. Open- Exposes a lot of data. Allows all to participate. 2. Focus- Focuses on the topic(s) to be investigated. 3. Interpretive- Looks for contrasts, cause-and-effect relationships. 4. Summary- Allows group to summarize their findings. Pick one of the following for your investigation pollution, waste disposal, deforestation, erosion, and pesticide use	Describe data and organize information to search for relationships and patterns concerning environmental challenges. Explain the impact of pollution, waste disposal, deforestation, erosion, and pesticide use on the environment.

Standard VI – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Safe Practices and Rules Risk assessment skills (hazards, risk and risk control) includes:: recognise hazards, assess consequent risks and take steps to control the risks to themselves and others to use information to assess the immediate and cumulative risks to manage their environment to ensure the health and safety of themselves and others to explain the steps they take to control risks	Have students choose one sports activity and research safety rules to observe when participating in that activity. The whole class might discuss categories of safety tips to include in the research, such as: • proper equipment; • how clothing or footwear should fit; • protective gear; • taking lessons or advice from professionals; • warm-up period; • safe and unsafe places to participate in the activity...
Disaster preparedness and responding to Emergencies National Disasters Emergency Management Organization, NEMO in the office of the Prime Minister manages the i Disasters Management Cycle. Many agencies and government departments are affiliated or connected to NEMO. They engage in: Pre-disasters-prevention, preparedness, mitigation. Training and preparedness drills and instructions Disasters Response activities during the disasters. Aftermath of disaster recovery and reconstruction. Preparedness strategies that are common to all disasters: Getting Informed Emergency Planning and Checklists Assemble Disaster Supplies Kit Shelter Hazard Specific Preparedness Practicing and Maintaining Your Plan	Identify community worker engaged in NEMO to discuss their role to students. Health workers Security Officers and essential services are key personnel. Find out about Belize's National Emergency Disaster Management Cycle. Prepare a short report on its weaknesses and strengths The Toledo District has been severely affected by several hurricanes in the past. Many responses have been implemented as result. Find out more about one of those intervention programmes and comment on its effectiveness and impact on the targeted community.

Topic 2: Responding to Environmental Health Threats

Life Skills: Information gathering and data collection, cooperative, Investigative

Affect: and Behavior: Recognize risks make safer choices and practice safety skills

DESCRIPTOR

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
scenario: Kyra usually rides her bicycle home. Today, as she is getting ready, Tamara says to her: "Come on Kyra, hurry up! It always takes you so long to get ready. We told the others that we would meet them at the ice cream parlor. It's only three blocks away. You don't need to wear your helmet!" Ask students to reflect on the scenario and then write a reaction paper to it. Include your own personal reflections on safety issues.	Demonstrate responsibility and a willingness to prevent and avoid accidents. Use skills to make safe decisions. and reduce risks
Use pictures to illustrate the different persons involved. Field Trip: Take students to an area that was affected by a natural disaster or large scale emergency of recent. Have students document the impact on the community and suggest possible intervention strategies.	List people and careers involved in safety, emergencies and disasters. Explain the Disaster Management Cycle in place for Belize Critically analyze the effects of different emergencies on our health and community and demonstrate ways of responding to those consequences.

Standard VI – Managing the Environment

CONTENT STANDARD

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
Institutions, Organizations, Agencies The Protected Areas Conservation Trust (PACT) is an environmental trust fund serving an enabling and empowering role in the conservation, preservation, enhancement, and management of Belize's natural resources and protected areas. Through a strategic, clear, equitable and flexible, and transparent process of grant making for all projects, PACT supports the involvement of large and small organizations to implement programmes and projects which enhance the quality of life for Belizeans and Belize's role as a world leader in environmental conservation while supporting national developmental goals.	Since the establishment of the Grants Program in 1997, PACT has disbursed approximately \$2.5 million dollars in project grants, scholarships, training and donations to over fifty conservation organizations. Research PACT's grants program. Write a letter to the Director suggesting other beneficial activities that funding would generate a positive environmental impact.
Environmental Activities Some major Activities Conservation Pollution Prevention Management of Resources Recycling	<u>PACT's Call for Proposals soliciting funding.</u> Funding available for activities that addresses degradation, environmental damage or erosion of protected areas and activities that enhances the awareness, sustainability and management effectiveness of these areas. This new strategy that is emerging involves both small grants (a maximum of \$35,000 BZE) and larger grants. Group work: Prepare a proposal for submission to PACT as if your group would be available to execute it.
Laws, policies, Conventions and Treaties National Parks System Act Ancient Monuments & Antiquities Act Fisheries Act	National Parks System Act Ancient Monuments & Antiquities Act Fisheries Act Choose one of the acts listed and do a research on it. In a report specify the following : History, purpose along with date of enactment Responsible Agency(s) Activities for insuring compliance Effectiveness of the legislation Any Strengthening if needed

Topic 3: Environmental Management Information and Activities
Life Skills: information gathering, identifying relevancy

Affect: and Behavior: responsibility and sensitivity to environmental activities.

DESCRIPTOR

Laws and regulations are a major tool in protecting the environment. The Government passes laws and adopts international conventions and treaties . To put those laws into effect, the Government authorizes certain government and non governmental agencies, including the department of the environment, to create and enforce regulations. This portion of the curriculum address the laws and regulations in combination with the various activities being undertaken to ensure the protection, restoration and sustainable use of the natural resources and environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Identify another environmental body and critique the effectiveness of their activities.	Analyze the activities being conducted by institutions, organizations and agencies.
Monitor students involvement in the group projects. Take the proposal and extract a feasible sub-activity and engage a few of your friends to execute it.	Plan and undertake an environmental management activity. Explain strategic resource management to include conservation, rehabilitation and restoration strategies
" We have good laws to protect the environment in Belize" Do you agree or disagree with this statement. Write down your reasons and points for a possible debate.	Analyze the effectiveness of local laws and policies dealing with environmental management

Directory of Agencies and Services in the Social Sector

(Developed and Produced by the National Committee for Families and Children)

Agency <u>Alliance Against AIDS</u> AAA Status Non-Governmental Organization Type Direct Service Delivery Mission Seeking to improve the lives of persons living with and affected by HIV/AIDS Coverage Belize District Population All Persons living with and affected by HIV/AIDS. Contact Information Rodel Beltran Perra Executive Director Telephone 501-223-6493 HOT 223-6911 Fax 501-223-6493 Email aaa@btl.net Address 5766 Meighan Avenue P.O.Box 1294 Belize City	Agency <u>Attorney General Ministry</u> BFC Status <u>Belize Family Court</u> Type Governmental Mission Direct Service Deliver, Advocacy and Policy Development Mission To serve the public by offering a complete professional, family-centred service in a caring committed and confidential manner based upon the principles of dignity and respect for all. Coverage Belize District Population Children and Families Contact Information Margaret Nicholas Director Telephone 501-227-4114 501-227-4107 Fax 501-227-0068 Address 3rd Floor, Commercial Center Regent St., P.O.Box 1185
Agency <u>Attorney General Ministry</u> VSU Status <u>Vital Statistics Unit</u> Type Government Mission Direct Service Delivery Mission "To improve Registration through the provision of timely, efficient and reliable service" Coverage Entire country of Belize Population Entire country of Belize Contact Information Lovinia Daniels Assistant Registrar--Births, Deaths Telephone 223-5625 223-7405 Fax 223-5635 Email vitalstatsbz@yahoo.com Address 25 Gabourel Lane Belize City, Belize	Agency <u>Belize Council for the Visually Impaired BCVI</u> Status Non-Governmental Organization Type Direct Service Delivery Mission To improve the life of the Belizean population by maintaining the maximum visual capacity of all its citizens. This is achieved through an affordable, accessible and comprehensive eye service, which encompasses rehabilitation and education for persons with visual impairment to enable them to make full use of their talents and abilities. Coverage National Population Persons who are blind or visually impaired Contact Information Joan Musa Executive Director Telephone 501-227-7776 Fax 501-223-2907 Email bcvi@btl.net Address 1 Gabourel Lane P.O. Box 413, Belize City, Belize
Agency <u>Belize Council of Churches</u> BCC Status Non-Governmental Organization Type Direct Service Deliver, Advocacy and Policy Mission "To be the prophetic voice in this challenging world!" Coverage Countrywide Population Entire Population Contact Information Gweneth Gillet Secretary Telephone 224-4009 Fax TELFAX 72365 Email roylee2000bz@yahoo.com Address P.O.Box 508 Belize City Belize	Agency <u>Belize Family Life Association BFLA</u> Status Non-Governmental Organization Type Direct Service Delivery Mission To provide comprehensive sexual and reproductive health services countrywide so as to assist communities devise plans of action to address the S&RH needs of its members; and to develop its resource capacity to sustain its current services with a focus on gender equity and quality of care. Coverage National Population General population; emphasis on persons in their reproductive years Contact Information Joan Burke Ag. Executive Director Telephone 501-203-1018 Fax 501-223-2667 Email bfla@btl.net Address Mercy Lane Belize City, Belize

Health and Family Life Education

Agency <u>Education</u> Status Type Mission Coverage Population Contact Information Dolores Godfrey Executive Director Telephone 501-223-5986 Fax 501-223-5986 Email carebelize@btl.net Address 25 Gabourel Lane P.O.Box 413 Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Hand in Hand Ministries HHM Non-Governmental Organization Direct Service Delivery Seeking to make Christ present in the world through service to the poor. HHM believes that all people deserve life's essentials – food, clothing, shelter, education and medical care. Belize City and Lucky Strike Village The poorest of the poor, indigent Mark Thessing, Benard Panton Director Of International Programs Assistant Director Telephone 501-227-6273 Email markstheising@hotmail.com berniehbm@yahoo.com, sheenahhm@yahoo.com Address 144 North Front Street, Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Jesuit Volunteers Belize JV:B Non-Governmental Organization Direct Service Delivery, Coordination Committed to: spirituality, simple living, social justice and community. JV Belize is about believing in Belizeans and in the possibility that we can make a difference in our society and in our world. JV:B intends to hear the cry of the most needy and to respond in compassionate, creative and empowering ways. Seeking to address the causes and not simply to alleviate the symptoms of needs. National The poor and marginalized Carolee Chanona, RSM Cynthia Williams Director Assistant Director Telephone 501-224-5430 Telfax 822-0121 Email jvbelize@btl.net Address P.O.Box 548, Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Mental Health Association MHA Non-Governmental Organization Advocacy, Education The Mental Health Association is dedicated to raising awareness about issues related to mental well being, improving mental health services, and advocating on behalf of those with mental illness and their families. Non-specific Non-specific Kathy Esquivel Jennifer Lovell Secretary President Telephone 223-5239, 605-1661 Fax 223-1004 Email pcom@btl.net, craboogyal@yahoo.com Address Cleopatra Health Clinic Princess Margaret Drive P.O.Box 1344 Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Ministry of Education ESS Education Support Services Governmental Direct Service Delivery To provide strength, stability and the ability to adapt to changing conditions and requirements as Belize adjusts to the changing world. ESS is committed to improving nationwide access to lifelong learning by ensuring the holistic development of all children through participation. National Children ages 5 to 14 Dativa Martinez Director Telephone 501-223-1150 Fax 501-223-6497 Email dmartinez@moes.gov.bz Address P.O. Box 2100, Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Ministry of Education QADS--HFLE HFLE Unit Governmental Direct Service Delivery, Advocacy and Policy Development Empowering Children and Adolescents in Belize with the Knowledge and Skills for Healthy Living . National Children and Adolescents Sherelene Tablada HFLE Officer Telephone 501-223-1389 Fax 501-223-4532 Address West Landivar P.O.Box 389 Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Ministry Of Health HECOPAB Health Education and Community Participation Bureau Governmental Direct Service Delivery and Advocacy To provide accurate, relevant and current information necessary for the promotion of health and wellness as a positive resource for the development of human potential in an environment of social and gender equity. National General Population Erika Goldson-McGregor Telephone 501-223-0117 Fax 501-223-0117 Email hecopabmoh@yahoo.com Address Bliss Nursing School Building Cor. St. Joseph & St. P.O.Box 493 Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Ministry Of Health MCH Maternal and Child Health Programme Governmental Direct Service Delivery, Policy To contribute to the health of women and children National Women in the reproductive age group(15-49); Child 0-5 Largaespada Beer, MD Technical Advisor, MCH/MOH Telephone 501-822-2325 Fax 822-2363/2068 Fax 501-822-2942 Email nlargaespada@moh.gov.bz Address William Tam Bldg. Water Reservoir Area Belmopan City Cayo

Upper Division Curriculum

Agency	Ministry Of Health NDACC <i>National Drug Abuse Control Council</i>
Status	Governmental Department
Type	Direct Service Delivery
Mission	To create a society free from the abuse of drugs while advancing the good health and moral well being of the nation.
Coverage	National
Population	the nation.
Contact Information	
	Karen Executive Director
Telephone	501-223-1125
Email	ndacc@btl.net
Address	38 Freetown Road Belize City, Belize
Fax	501-223-1143

Agency	Ministry of Human Development CRD <i>Community Rehabilitation Department</i>
Status	Governmental
Type	Direct Service Delivery
Mission	The Community Rehabilitation Department is a government agency dedicated to the provision of preventative, rehabilitative and diversionary programs for first-time offenders and juvenile offenders with respect to minor offences.
Coverage	National
Population	Children in conflict with the law
Contact Information	
	Fermin Olivera Director
Telephone	501-223-2716
Fax	501-223-3102
Email	ferminolivera@excite.com
Address	Freetown Road Belize City, Belize
	501-223-2764

Agency	Ministry of Human Development DHS <i>Department of Human Services</i>
Status	Governmental
Type	Direct Services
Mission	To empower people by promoting, developing and coordinating programmes and services that will enable Belizeans to become self sufficient based on the principles of social justice, equity and participation thereby contributing to the process of national development.
Coverage	National
Population	Vulnerable Population (children and families)
Contact Information	
	Ava Pennill
Telephone	227-7451
Email	hsdbze@hotmail.com
Address	P.O.Box 41 Belize City, Belize
	227-2051
Fax	227-1276

Agency	Ministry of Human Development Women Dept. <i>Women's Department</i>
Status	Governmental
Type	Direct Services, Advocacy, Advisory Policy
Mission	To promote gender equality and equity thereby enabling women to be actively involved in and enjoy all benefits of development.
Coverage	National
Population	All members of society with specific focus on women.
Contact Information	
	Carol Fonseca Director
Telephone	227-7397
Email	womensdept@btl.net
Address	26 Albert Street Belize City, Belize
Fax	227-1275
	227-3888

Agency	Ministry of National Development CSO <i>Central Statistics Office</i>
Status	Governmental Organization
Type	Direct Services
Mission	The Central Statistical Office of Belize is committed to provide, with the highest degree of integrity and with strict adherence to professional standards, accurate, reliable and timely statistical information to facilitate effective policy and decision-making.
Coverage	Countrywide
Population	Entire Population
Contact Information	
	Glenford Avilez Chief Statistician
Telephone	822-2207
Email	info@csso.gov.bz
Address	Cor. Culvert Rd & MountainView Blvd. www.csso.gov.bz Belmopan City, Cayo District
Website	
	822-2352
Fax	822-3206

Agency	Ministry of National Security ZBLO <i>Belize Police Department--Community Policing</i>
Status	Governmental
Type	Direct Service Delivery
Mission	Police and the Community working in partnership for a safer Belize
Coverage	National
Population	Entire Population
Contact Information	
	Yolanda Murray Commander, Community Policing
Telephone	501-822-222
Fax	501-822-3812
Email	
Address	Belmopan City P.O.Box 245 Belmopan City, Cayo
	HOT 911 / 922

Agency	Ministry of National Security FVU <i>Belize Police Department--Family Violence Unit</i>
Status	Governmental
Type	Direct Service Delivery
Mission	To address cases involving family violence in an effective and confidential manner.
Coverage	National
Population	Persons affected by family violence and seeking the assistance of the Unit
Contact Information	
	CPL Marcia Moody NCO I/C Family Violence Unit
Telephone	501-227-2222
Fax	501-227-4931
Email	
Address	Eastern Division 9 Queen Street Belize City, Belize
	501-227-2223

Agency	National Committee for Families and Children NCFC
Status	Statutory Body
Type	Policy
Mission	Championing the rights and welfare of Belizean children and their families.
Coverage	National
Population	All children and families
Contact Information	
	Judith Alpuche Executive Director
Telephone	501-223-0059
Fax	501-223-1299
Email	ncfc@btl.net
Address	62 Cleghorn Street Belize City, Belize
	501-223-1180

Health and Family Life Education

Agency <u>National Organization for the Prevention of Child Abuse and Neglect</u> NOPCAN Status Non-Governmental Organization Type Direct Services, Advocacy, Policy Mission To prevent child abuse and neglect and to strengthen and preserve the Belizean family through education/awareness, advocacy, research and legal reform. Coverage National Population Children and families affected by abuse Contact Information Denbigh Yorke Executive Director Telephone 501-203-0441 620-7737 Email nopcanbelize@yahoo.com Address 3rd Fl. Nursing School Building Cor. St Thomas and St P.O.Box 1441 Belize City, Belize	Agency <u>National Women's Commission</u> NWC Status NGO Type Policy Mission Advocating for Women in order to achieve more equitable and fulfilling human development Coverage National Population All Women Contact Information Dolores Balderamos Garcia Shanda McDonald Chairperson Executive Assistant Telephone 501-223-7594 501-223-4284 Fax 501-223-3459 Email womenscom@btl.net Address #8 17th Street Belize City Belize
Agency <u>United Nations Children's Fund</u> UNICEF Status International Type Advocacy Mission For every child: Health, Education, Equality Coverage International Population All Children Contact Information Roy Bowen Programme Officer Telephone 501-223-3864 223-3609/7294 Fax 501-223-3891 Email rbowen@unicef.org Address 831 Coney Drive Website www.unicef.org Fultec Building, 2nd Floor P.O.Box 2672 Belize City, Belize	Agency <u>Women's Issues Network of Belize</u> WIN Belize Status Non-Governmental Organization Type Advocacy Mission WIN-Belize is a network of service-oriented organizations with a strong united voice that provides leadership by empowering and strengthening its member agencies. It develops linkages among organizations promoting the development of women, facilitates the sharing of knowledge, skills and resources and advocates for improving the quality of life of women and their families in Belize. Coverage National Population Women, Men and Youth Contact Information Carolyn Reynolds Coordinator Telephone 227-1069 Fax 227-1068 Email winbelize@btl.net Address 28 Dean Street Belize City Belize
Agency <u>Young Men's Christian Association</u> YMCA Status Non-Governmental Organization Type Direct Service Delivery Mission The YMCA of Belize is a Christian organization committed to the development of the Belizean community in Spirit, Mind and Body and to the promotion of Social Justice and Peace. Coverage Belize District Population Contact Information Clara Cuellar Program Director Telephone 501-222-5497 501-222-5526 Fax 501-222-5535 Email ymcabze@hotmail.com Address Faber's Road Ext.	Agency <u>Young Women's Christian Association</u> YWCA Status Non-Governmental Organization Type Direct Service Delivery and Advocacy Mission The YWCA is a national, non-governmental, not-for-profit Christian organization, committed to making opportunities available for the spiritual, intellectual and physical development of women and girls in Belize Coverage Belize District Population Children to Seniors Citizen; Main focus on Girls and Women Contact Information Sonia Lenares Executive Secretary Telephone 203-4971 Fax 223-5685 Email bzeywca@yahoo.com Address 119 Cor. Freetown Rd. & St. Thomas St. P.O.Box 158 Belize City, Belize
Agency <u>Youth Enhancement Services</u> YES Status Non-Governmental Organization Type Direct Service Delivery and Advocacy Mission Empowering young women to Lead an independent and fulfilling life. Coverage Belize District Population Girls and Young Adolescent Women Contact Information Florence Dillett Executive Director Telephone 501-225-2692 501-203-2538 Fax 501-203-2538 Email yes@btl.net Address P.O.Box 1450 Belize City, Belize	

